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## REVIEW / RESEÑA / RESENHA

# Pablos Pons, J. y Gómez Camacho, A. (2023). *Escritura digital y educación: el m-learning*. Octaedro

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This work entitled «Digital writing and education: m-learning» is a collective book derived from a research project carried out in Andalusia where the authors have studied the characteristics of written expression through mobile devices (tablets and smartphones) in adolescents and how to work on it didactically in the context of secondary education. The book, in a broader or generic way, deals with what is internationally known as m-learning or mobile learning, which consists of developing training actions from anywhere and at any time through wireless technologies.

It begins with an introductory chapter written by the two coordinators and from there the book is structured in two main parts. The first part, entitled «M-learning in educational contexts», is made up of three chapters that focus on the analysis, both theoretical and practical, of the didactic functionality of these technologies in secondary education classrooms and schools. It begins with a chapter that addresses the debate on mobile technologies as educational tools in the hands of students, analysing how this controversy is made visible on social networks. It continues with another chapter that compiles and presents different real experiences on the use of mobile technologies in educational contexts, establishing some recommendations, especially in relation to the Sustainable Development Goals (SDGs) of UNESCO's Agenda 2030. And it ends this first part with a chapter focused on the didactic use of these technologies with adolescent students, offering practical examples of the use of mobile applications to work on linguistic competence in the classroom.

The second part entitled «Digital Writing and New Forms of Communication» is also organised into three further chapters. These focus on the new expressive formats of writing brought about by these digital artefacts. It begins with a conceptual analysis chapter on new genres of electronic communication and teaching. Specifically, this chapter deals with the concept of digitalk understood as the new codes written and conveyed through screens that present distinctive and different features from the normative written text. It continues with another chapter on multimodal writing and the construction of digital identity online, establishing some of its key pedagogical coordinates. It also offers recommendations for classroom practice in teaching multimodal writing based on a case study. It is followed by another chapter on digital writing in relation to inclusive language and how to work on it didactically in secondary education classrooms. The book ends with a Glossary with almost fifty terms and concepts specialised or specific to m-learning, which are highly clarifying and conceptually helpful for readers.

It is noteworthy that this academic work, well-structured and based on available knowledge, is published at a time of strong and intense social debate, both in the Spanish and international context, regarding the prohibition or restriction of mobile technology by students. Its topicality and relevance is unquestionable. There is a lot of media noise in which families, administrations, experts and teachers express divergent, and sometimes contradictory, positions on what would be desirable in school contexts in the face of the impact and influence of mobile technologies on adolescent pupils. Many of the positions or perspectives that defend the suppression or prohibition of these technologies in both primary and secondary education arise as an impulsive reaction to the fear or fears generated by the disruptive changes that are taking place in 21st century culture and society, where digitalisation is an unstoppable process.

Underlying the prohibitionist positions is the belief, naïve by all accounts, that vetoing or banning the presence of mobile technologies in schools will almost magically protect minors from the harmful effects of these devices. Furthermore, it is assumed

that preventing their use in school time will increase learning and neutralise undesirable phenomena such as cyber-bullying, techno-addiction, lack of concentration in studies or the consumption of inappropriate content for children and adolescents. These are all assumptions or beliefs.

Therefore, this book is highly recommended and its reading will be very useful for experts, teachers and administrations so that they can base any educational legislation on the use of mobile technology on the rationality of knowledge. In short, in this book we will find many arguments and proposals for educating and training adolescents adequately with mobile technologies in the classroom.